

Service-Learning in the Health Professions: Fostering Leadership for Service-Learning Sustainability

**CCPH 2nd Annual Advanced
Service-Learning Institute Proceedings
January 26 – January 29, 2002 ~ Soquel, CA**



**Community-Campus Partnerships for Health
Publication Series**

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About Community-Campus Partnerships for Health

Community-Campus Partnerships for Health (CCPH) is a non-profit membership organization committed to fostering health promoting partnerships between communities and health professional schools. In addition to our publications, CCPH provides a variety of programs and products to assist you in your community-campus partnership efforts including: customized training and technical assistance, annual service-learning training institutes, an annual national conference, web site, online newsletter and active electronic discussion group for CCPH members. To learn more about CCPH, please visit our web site at: www.ccpb.info

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INTRODUCTION

Community-Campus Partnerships for Health held our 2nd annual Advanced Service-Learning Institute on January 26 – 29, 2002 in Soquel, CA. We believe this advanced level training helps provide participants with the depth of skills and knowledge to sustain service-learning partnerships in the health professions. The institute builds upon our introductory level institute – offered every summer – and is designed for academic administrators, faculty, staff and community partners who have already implemented service-learning courses or programs.

Service-learning is a structured learning experience that combines community service with preparation and reflection. Service-learning students not only provide community service but also learn about the context in which the service is provided, the connection between the service and their academic course work, and their roles as professionals and citizens. Service-learning holds great promise for equipping future health professionals with community-oriented competencies and civic responsibilities they will need to be effective in our rapidly changing health system.

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Similar to the instructional design used in our introductory level institute, the advanced level institute is built upon a combination of experiential and didactic approaches and includes the mentoring model in which participants work in small groups and as individuals with mentors to further shape their own action plans for service-learning sustainability. Mentors for the advanced institute include national experts in service-learning, institutional change, assessment and improvement, and leadership development. The advanced institute drew faculty from dentistry, nursing, pharmacy, public health, public policy, allied health, pre-health professions and social work programs.

These proceedings contain summaries of the institute’s plenary sessions and copies of tools that are used to promote learning and the development of strategic action plans that participants can pursue when they return home. As you review these proceedings, we hope you will reflect on the range of issues that can affect the ability of communities and higher educational institutions to develop strong and sustainable partnerships.

We encourage you to read each section and consider actions you can take to strengthen your partnerships and provide leadership for service-learning sustainability. We also recommend that you complete CCPH’s self-assessment tool for service-learning sustainability, available for free on our website at http://futurehealth.ucsf.edu/pdf_files/sustainabilitytoolfl.pdf. The tool can help you build on your strengths and focus your attention on areas that need improvement. CCPH’s service-learning resources webpage, at <http://futurehealth.ucsf.edu/ccph/servicelearningres.html>, provides additional tools, reports and sample syllabi.

A Context and Framework for Service-Learning in Health Professions Education

Presenter: Sarena D. Seifer

Objectives

- Ensure participants begin the institute with a common understanding of service-learning
- Explain the theoretical basis, definition and key components of service-learning
- Describe recent trends and issues in service-learning, including documented outcomes
- Understand the rationale for service-learning in higher and health professions education
- Describe how service-learning differs from traditional clinical experiences

Defining Service-Learning

There are many different ways to define service-learning, but it's important to come to some agreement in your particular institution about what service-learning is and what you hope to accomplish through it.

Participants brainstormed definitions of service-learning and identified situations often inaccurately defined as service-learning. The facilitator invited vigorous discussion by encouraging feedback on the ideas presented.

What is it?

Participants defined service-learning as:

- Experiential learning;
- A way to define one's social responsibility;
- Reciprocity among all partners, meaning that everybody is engaged and equal in their give-and-take;
- Meeting and bridging both academic-defined and community-defined needs;
- A long-term partnership not defined by the academic calendar, in which students and clients may change, but by faculty and community partnerships that last for a much longer period of time;
- Delivering care based on community's needs;
- Reflection, in which a dialogue exists between the service performed and the lessons learned;
- An educational methodology that needs to fit with the particular course objective – it may not fit into every curriculum or classroom setting.

What isn't it?

- It's not just clinical training or an internship, because that's focused solely on the student, not on partnership with the community to achieve both students' and the community's needs.
- It's not forced volunteerism or community service, such as painting a homeless shelter or cleaning up the yard. It must be structured in order to identify a community need and a measurable learning opportunity for students.
- It doesn't have to involve giving of care, nor does it have to involve a nonprofit venture.

CCPH broadly defines service-learning in the health professions as academically-based community service. There is service being provided, but it's part of an academic curriculum, a structured learning experience that combines community service with preparation and reflection. Students not only complete service — they learn about the context in which the service is provided, the connection between service and their course work, and their roles as professionals and citizens.

Key components of service-learning

Definitions for service-learning may vary, but these key components are essential. Without these components, the program risks not being a true service-learning experience:

- A partnership involving at a minimum a faculty or staff member and a community agency representative
- Orientation and preparation of students, faculty, and community partners
- Explicit service and learning objectives
- Service designed in response to community identified needs-concerns
- Opportunities for critical reflection
- Assessment of student and community outcomes

Theoretical Bases for Service-Learning

Experiential Learning Theory

Many experiential learning principles underlie how we learn through service-learning. It's developed, implemented and evaluated in partnership with the community; it connects theory and practice; and it provides opportunities for critical reflection.

By having that concrete experience and connecting it to concepts taught in the classroom, the student is ready to go back into that service setting and experiment. With reflection on the experience, the student may ask different questions, change the way he or she approaches the next client or situation, or view the community in a different light. It's through that experiential cycle that the learning takes place.

Service-learning continuum

Another way to identify a true service-learning experience is to put it on a continuum. Is the beneficiary the service provider, the student, the faculty member, the clinician, the recipient? Is the focus on learning or service? Volunteerism, for example, is on one end of the continuum: the focus is on the recipient and on the service. On the other end is a clinical clerkship: a student working in a hospital for six weeks, seeing patients, doing histories and physicals, taking blood. The focus is on the student and learning.

Service-learning tries deliberately to straddle the middle of the continuum by providing both service to recipients and a true learning experience for students.

Issues in Service-Learning

Grading service-learning

Students should be graded on the learning that takes place through service, not just the performance of service. Journals can be useful tools for helping gauge a student's growth, but some educators feel it's inappropriate to grade them.

Setting measurable goals

Students can establish their own baseline at the beginning in partnership with their teachers. They can set their own goals and even adjust those goals as they progress through the experience.

Countering doubts about service-learning

There's a fear that people have about service-learning, that we're shifting costs to the students to make up for a broken healthcare system. But that cannot be ignored: part of the argument for service-learning is that it can help to fill gaps in the healthcare system.

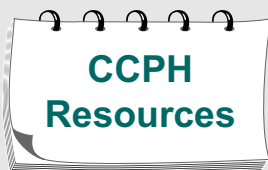
Developing a sustainability plan for service-learning

Ideas include securing funding, and incorporating service-learning as a degree requirement for students.

Why service-learning in higher education and the health professions? Why now?

- Publicly funded institutions are being asked by legislators and the public to show that graduates are really serving the needs of the state;
- The community is demanding reciprocity;
- Institutions of higher education and their students don't have strong enough presence in the community, and they can't afford to be perceived as insular;
- Faculty, administrators and students on campus are asking for more connections to community to make their experiences more relevant;
- There are workforce shortages that could be alleviated by partnerships between education and industry.

It's important to connect service-learning to strategic issues that your schools and professions are facing. Service-learning could be a key, an answer, a strategy to get these issues addressed. For example, strategic issues being faced by health professional schools include lack of health workforce diversity, health workforce shortages, and demand for graduates with interdisciplinary and population-based competencies.



- Service-learning resources page on the CCPH website (www.ccph.info) can help you facilitate faculty workshops on your own campus.
- Readings in the institute binder include basic background information about service-learning in the health professions. (see bibliography in the appendix)
- Reports that support the case for community-based education: Pew Commission (<http://futurehealth.ucsf.edu/pew.comm.html>), Institute of Medicine (<http://www.iom.edu>), American Association of Higher Education reports (<http://www.aahe.org>)

Institutionalizing Service-Learning: Case Studies

Moderator: Erika Randall

Panelists: Janelle Krueger, Judy Lewis

Objectives

- Identify participants' stage of service-learning institutionalization, using the Tool for Service-Learning Sustainability (see appendix)
- Learn from the experiences of academic institutions that have taken different approaches to institutionalizing service-learning within and across disciplines
- Identify factors that contribute to institutionalizing service-learning across the curriculum
- Identify barriers to institutionalizing service-learning and strategies to overcome them
- Compare and contrast the factors, barriers and strategies identified in the case studies with those of one's own institutional context
- Review what worked well and lessons learned

Case Study: Janelle Krueger, Auburn University, Harrison School of Pharmacy

Auburn University's experience with service-learning began when all schools converted to a common entry-level Doctor of Pharmacy degree, and it coincided with an evolution in pharmaceutical care away from mere pill-dispensing. With a focus on direct patient care with increased assessment, monitoring and follow-up, today's pharmaceutical care involves a more active role in helping achieve positive patient outcomes by identifying, preventing and solving medication-related problems.

Auburn's Harrison School of Pharmacy, service-learning is an integral part of the pharmaceutical care curriculum, and it involves all students and all faculty.

Institutionalizing Service-Learning: Early Steps at Harrison School of Pharmacy

Integrating service-learning into curriculum

Service-learning was made part of the curriculum, not just a course component, by requiring all students to be enrolled in the course, and by creating an introductory practice experience course that spans six semesters.

Garnering administrative support

Administrators were the earliest advocates of service-learning and community-based care. They made a commitment to the program by hiring a faculty member solely to coordinate this process. They also supported the concept that all faculty would share a role in the course as mentors to student teams, thus ensuring equal distribution of workload.

Incorporating service-learning into the institution's mission statement

The philosophy behind service-learning was included in the school's mission statement: "The educational program and experiences of students will be grounded in service-based, primary-care focused, community practice that is collaborative with other health disciplines."

Institutionalizing Service-Learning: Ongoing Development

- Service-learning concepts are reinforced in other pharmacy courses
- Harrison is beginning to collaborate with the School of Nursing to expand service-learning within the community

Challenges to Institutionalization

- Varying interest and commitment from faculty
 - Volume of community contacts and high turnover rate in the community disrupts continuity
 - Service-learning is the only component of the curriculum that's pass/fail – some students think they don't need to work as hard as they do in other areas that are letter-graded.
 - The program requires an element self-direction. With overloaded student schedules, there can be a perception of irrelevance and a lack of interest.
-

Case Study: Judy Lewis, University of Connecticut School of Medicine

Service-learning is also an integral part of the curriculum at The University of Connecticut Medical School, which has had a commitment to community based education since 1984 and was the first medical school to make community service a requirement for graduation. All community learning activities are planned, supervised and evaluated by a Community Curriculum Planning Committee which has representation from community programs, students and faculty. Communication and recognition are critical elements of the process. There is a newsletter, regular site visits, monthly committee meetings, an annual reception recognizing community contributions to the medical school curriculum, and an annual workshop to focus on some aspect of the curriculum. Most of the community service-learning is incorporated in clinical education.

Service-learning is incorporated into all four years of the curriculum

- First year: students are introduced to the community through the introductory clinical medicine course; the emphasis is how communities affect health, and wellness and health promotion;
- Second year: as part of the clinical medicine course, students focus on chronic illness, special populations, and the role of community resources, such as Alcoholics Anonymous;
- Third year: students learn about community health and resources as part of the multidisciplinary outpatient rotation (8 months), this includes seminars, observation and preparing a project;
- Fourth year: students design and implement a two-month project (about 30% of students complete community-related, usually health education, projects);
- In all four years, students are active in community service activities often participating in several of the student developed and governed projects (homeless shelter and migrant farm worker clinics, adolescent services, and health education).

The school has also developed an international program, believing that international health experiences contribute to what students are doing in their own communities. Both faculty and community organizations identified those kinds of immersion experiences as one of the best way to teach cross-cultural awareness and sensitivity.

Because service-learning has such a long history at the University of Connecticut School of Medicine, a distinction can be made between 4 stages: pre-formalization, early program development, institutionalization, and reevaluation and revision.

Service-learning has been institutionalized at the University of Connecticut. Our definition is derived from Community Oriented Primary Care. The majority of our activities include:

- Community partnership
- Explicit learning objectives
- Student orientation
- Service that responds to community needs
- Reflection
- Evaluation

Examples of critical issues and strengths for institutionalization were provided. Faculty support was identified as a critical factor. Community participation and partnership is a strength of the UCONN program.

Faculty Issues: When faculty are selected for their interest in service-learning, they are motivated and energized by the educational program. However, at UCONN, because of the integration of service-learning with clinical education there is variable understanding and acceptance of the principles of service-learning and support for the learning activities. When faculty do not “buy in” this is conveyed to the students and influences their valuing of the experience. Similarly, when course directors change and/or are not supportive, this also has a negative effect. Factors which have supported service-learning include the promotion of faculty engaged in service-learning as part of a new “medical educator” track and the creation of faculty awards for their contributions to various community service projects.

Community Support: This is the UCONN program’s greatest strength. Many programs have been partners for 20 or more years. This partnership involves program planning, operation, and evaluation through a formal curriculum committee. It has resulted in many innovation new curricula. Community partners have often been key advocates for service-learning with the medical school administration. Community contributions are recognized at an annual reception where student/agency experiences are shared and certificates of recognition are presented to community participants. This partnership requires flexibility on both sides, adapting to community needs, agency schedules, and medical school curriculum changes.

Institutional support has been demonstrated by the creation of the Community Based Education (CBE) Program to work with the community in developing curricula. CBE is supported by ongoing university funding and staffing has expanded over the years. CBE is part of the educational mission and this has resulted in CBE influencing policies about recognition of community faculty, compensation and inclusion of this approach in all four years of the curriculum.

Factors that Contribute to Success in Service-Learning

- Clear statement of mission and goals, a purpose for the entire project
- Administrative support
- A tenacious, long-term champion for the cause
- Accrediting agency requirements that can be met through service-learning
- Supportive rewards system for faculty who pursue it
- Strategically-timed grant that provides funding and external validation
- Student engagement and enthusiasm, as well as student leadership opportunities
- Community feedback connected to advocacy by community partners
- Getting your story heard by key decision makers and skeptics

Barriers that Hinder Success in Service-Learning

- Perception as a non-academic pursuit
- Faculty not appropriately rewarded
- Time-consuming
- Institutional history that doesn't support this type of learning
- Champion leaves or is discredited
- Lack of infrastructure or support at top and bottom
- Reluctance to increase student workload
- Reluctance of other faculty to show support
- Reluctance to increase faculty workload, especially for part-time faculty
- Lack of support from President or Provost
- Department turf battles

Strategies that Address Some Barriers

- Reluctance of other faculty to show support
 - ✓ Recognize that you don't need 100% support, just critical mass
- Reluctance to increase faculty workload, especially for part-time faculty
 - ✓ Partner part-time faculty with full-time faculty
 - ✓ Give them a service-learning partnership that is already succeeding
 - ✓ Have the student placed where the faculty are working in other positions
- Lack of buy in by the President or Provost
 - ✓ Recognize that you can't please everyone
 - ✓ Find other supportive college presidents who may be willing to speak with yours
 - ✓ Engage in a dialogue with the president.
 - ✓ Ask the president to participate in recognition and reward events with community partners
 - ✓ Take advantage of any public relations opportunities
 - ✓ Connect with Campus Compact in your state
 - ✓ Overlap with other initiatives or trends the president is watching
 - ✓ Show civic responsibility and accountability

How to deal with not being valued

- Seek support of community partners
- Get feedback from students
- Demonstrate that the student is the bridge between the academic institution and the community agency
- Connect to strategic planning efforts
- Look for outcomes important to the legislature
- Celebrate the people who are succeeding
- Get the word out however you can

Strategies for Sustaining Service-Learning, Part I: Building Strong Community-Campus Partnerships

Presenters: Hilda R. Heady, Laura Gillis

Objectives

- Identify how strong community-campus partnerships contribute to the sustainability of service-learning
- Review and discuss the principles of partnership, stages of partnership development and techniques for engaging community partners
- Identify factors contributing to the development and sustainability of authentic community partnerships
- Explore our individual competencies in working with different cultural, racial and ethnic groups and how this impacts community-campus partnerships

CCPH's Principles of Partnership

The CCPH board's working definition of partnership is "a close mutual cooperation between parties having common interests, responsibilities, privileges and power." Through conference sessions, focus groups, surveys, interviews and literature reviews, CCPH has involved its members and partners in defining, widely disseminating and promoting "principles of good practice" for community-campus partnerships. The Principles of Community-Campus Partnerships below were discussed at CCPH's 1998 conference and approved by the CCPH board of directors in October 1998.

- Partners have agreed upon mission, values, goals, and measurable outcomes for their partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness and commitment.
- The partnership builds upon identified strengths and assets, but also addresses areas that need improvement.
- The partnership balances the power among partners and enables resources among partners to be shared.
- There is clear, open and accessible communication between partners, making it an on-going priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.
- Roles, norms, and processes for the partnership are established with the input and agreement of all partners.
- There is feedback to, among, and from all partners, with the goal of continuously improving the partnership and its outcomes.
- Partners share the credit for the partnership's accomplishments.
- Partnerships take time to develop and evolve over time.

Stages of Partnership Development

Stage I: Exploration

- Energy comes from members of the partnership
- Critical event that calls attention to need for partnership
- Discussions in the community, development of perceptions of a partner and partnership

Stage II: Infrastructure Building

- Defining roles
- Defining differences between governance and advisory
- Developing policy and evaluation systems
- Building infrastructure to support student training i.e. locating training facilities, housing, learning resources centers, offices, libraries, etc.

Stage III: Performance and Mission Outcomes

- Outcomes clarified and refined
- Management and governance stabilized
- Continual evaluation critical

Stage IV: Celebration & Reflection

- Celebrations and rituals recognized and honored
- Partners' awareness and commitment grows as they begin to understand their impact

Stage V: Higher Levels of Partnership

- Deepening insight and synergy among partners
- Trust and respect easily recognizable in partners' behaviors
- Shared leadership and partnership alignment
- Expertise honored and further training supported
- Continual performance assessments

Factors that contribute to the development and sustainability of authentic community partnerships

- Thorough needs/assets assessment and evaluation of recipient population
- Ability of partner to meet students' objectives
- Steadiness, accessibility and flexibility on all sides
- Familiarity and trust among partners
- Intersection of goals between both the community and academic institution
- Commitment to continuous quality improvement

Strategies for Sustaining Service-Learning, Part II: Identifying Key Stakeholders, Assessing Outcomes

Presenters: Patricia Maguire Meservey, Hilda R. Heady

Objectives

- Identify key stakeholders of our service-learning programs and what they need to know for decision-making
- Examine the purposes of assessing outcomes
- Identify methods and strategies for measuring outcomes relevant to stakeholders

Identifying Key Stakeholders

Cast a wide net when considering all potential stakeholders: students, faculty, community members, community organizations, businesses, government and religious leaders, etc. Begin conversations with each group early in the process, listen to their preferences and seek to understand their objectives. Look to this first cast of the net to get others in put on other stakeholders who might need to be involved.

In order to successfully identify key stakeholders in the community, start by defining the “communal self-image,” or how the community sees itself, its strengths, its problems, its needs and its values. Be careful not to form definitions based only on your perceptions – get out into the community and build relationships with key informants, those trusted within the community you’re trying to reach.

Key informants are your window, doorway and bridge, helping you understand how the community thinks, and helping you establish trust. This can be crucial especially in urban areas with large illegal immigrant communities. Trust building has to take your top priority at this stage and should not be rushed or circumvented.

Once that trust has taken root, it’s time to reach out to the community as a whole. Identify the underserved population, then find them where they go about their lives: town meetings (a great place to measure willingness and curiosity in the community), houses of worship, playgrounds, bars, union meetings, banks, beauty salons, post offices, Wal-Marts, etc. Conduct focus groups, even distribute informational flyers through postal carriers or newspaper inserts.

Once you’ve begun to understand the communal self-image and establish some trust in the community, you and the partners are ready to begin identifying roles and visualizing objectives. Identify facilitators and barriers to success, including cultural skills issues. Establish a wide variety of roles and levels of participation – this will be the most time intensive and most important thing you do, and remember always that every role is equally valuable to the outcome of the project.

Cultural Competency Exercise

Participants then broke into smaller groups to discuss cultural competence and varying cultural backgrounds as a factor in partnership building. Some found the concept of “cultural competency” essentially flawed, as the term implies a point of completion or achievement that may not be possible. Instead, participants suggested focusing on “cultural skills” that everyone can learn and develop in order to improve the partnership.

One participant expressed that one of the barriers to working on cultural skills within their partnership is a fear of asking difficult questions, and others noted that it’s tough to know what questions to ask at all – are there right and wrong questions? Another noted that it’s difficult to take the time to find out about everyone’s cultural background and personal needs. One’s own cultural blind spots can also hinder partnership development – continual self-assessment is key to addressing those shortcomings.

The group discussed the importance of trust in developing cultural skills. Having trust that allows one to admit, “I don’t know,” or ask, “Have I done something that offended you?” is key to successful partnership-building.

Why do an assessment of a service-learning project?

Evaluation is key to sustainability of community partnerships. It clarifies priorities, enhances accountability and impacts accreditation. It also conveys results to stakeholders and the public, supporting the case for additional funding, expansion, growth and possible redirection. Assessment helps identify any changes that should be made, and it motivates participants by documenting progress and gains.

Think ‘early and often’ when planning for assessment. Effective assessment is not an afterthought – it’s an integral part of the entire process of partnership. It does cost money, and it may even be a significant part of the budget, but it’s absolutely essential to the ongoing success of the partnership. Keep in mind that assessment doesn’t necessarily have to be a scientific evaluation conducted at the conclusion of a project: it’s more beneficial in some cases to take the ‘weekly quiz’ approach instead of focusing on the ‘final exam’ to gauge progress.

Strategies and Methods for Measuring Outcomes

In developing plans for assessment, it’s important to set realistic goals. Clarify every partner’s objectives, and be clear and realistic about commitments of time, personnel and money. Try to work through any potential misunderstandings or differences early on, and clearly state who is responsible for what. Remember that partnership is a ‘gain/gain’ proposition; by identifying and focusing on the mutual goals of the community and institution, both sides stand to gain something.

Don’t overlook process evaluation. Incorporate into the assessment an evaluation of how the partnership is conceptualizing, planning, implementing and operating. This can lead to process improvements that ultimately affect the project’s outcomes.

In order to establish credibility and objectivity, designate an evaluator who isn’t directly involved in the partnership, though it helps if the person or team is associated with the partnership. Credibility is an important factor when presenting working with potential funders.

Only pursue assessment if you’re going to do something with the results.

Following is a helpful set of questions that, when answered with detailed specifics, may assist you in preparing for effective assessment.

Outcome Sought	University	Community
Who		
What		
Where		
When		
Why		
How long		
How much \$\$\$		
Funding source		
Potential Next Steps		



Then ask yourself these questions. Remember to be specific.

- How will I know if this partnership has achieved my goals and my partner's goals?
- Has this program made a difference in the community?
- Have the students learned something? What?
- How could I do it better next time?
- What are the next logical steps?
- How can I convince funders that our partnership's efforts are worthy of support?

Strategies for Sustaining Service-Learning, Part III: Engaging and Supporting Campus and Community Faculty

Presenters: Erika Randall and Laura Gillis

Objectives

- Identify and define community faculty and campus faculty
- Identify strategies and incentives for engaging community and campus faculty in service-learning
- Identify strategies and incentives for retaining and rewarding community and campus faculty.

Engaging and Retaining Campus Faculty

Effective engagement of campus faculty in service-learning won't last if the service-learning community does not succeed in two areas: 1) Understanding what motivates scholars in particular to engage in service-learning, and 2) Embedding an understanding and appreciation of service-learning deep into every level of the institution, from student to professor to president. Factors that motivate campus faculty to become involved in service-learning vary from personal value systems, positive community outcomes, and advancing related research to furthering a particular discipline, traditional scholarly rewards and observance of respected colleagues engaged in similar activities. However, even if a handful of faculty members do come on board, longevity of involvement may be problematic if service-learning does not become embedded into the culture of the institution long term. This is achieved when respect for service-learning is clearly and consistently articulated by the institution and when that respect is translated into action, in other words, it is reflected in promotion and tenure and resource allocation. Therefore, when developing a strategy to engage campus faculty, participants were encouraged to initiate the necessary cultural changes. Recommended approaches were to:

- Raise awareness of service-learning via faculty meetings, campus media outlets, and broad access venues
- Provide opportunities for students, administration and faculty to interact with the community via community fairs, or cultural events
- Research ways service-learning can be linked to outcomes of other disciplines and initiate department-level conversations
- Create a cross-discipline or cross-departmental service-learning committee
- Find a service-learning "champion" in each relevant department and in the administration
- Focus on developing a consistent, campus-wide language and terminology for describing and documenting service-learning
- Have students present their service-learning experiences at faculty and curriculum committee meetings

Specific recommendations to address short-term needs were also suggested. For example:

- Approach faculty already involved in the community, through their teaching, research, or community service.
- Tap into areas of faculty expertise that may not require prior community experience, for example requesting assistance in developing an assessment tool

- Invite selected faculty, departments or students to community partner sites for a tour or to see service-learning in action
- Appeal to faculty as “role models” for students
- Try a personal approach – just “ask”
- Encourage interested students to approach faculty

In discussing retention strategies, and setting aside the issue of institutional culture, recommendations centered around *active development* and *creative rewards*. With this in mind, participants were encouraged to:

- Form support groups or mentoring programs for faculty involved in service-learning
- Design retreats or other training forums that provide guidance on outreach skills, academic collaboration in non-traditional settings, sharing the role of the expert, and methods of service-learning documentation
- Aid faculty in developing Memoranda of Agreement with community partners that set out project-specific outcomes, operating guidelines, resource requirements, communication plans, and expectations for documentation and evaluation
- Develop a creative reward system; for example, travel stipends, mini-grants, or lobbying the administration to provide resources that will balance out the additional time service-learning courses can take to prepare

Engaging and Retaining Community Faculty

While community faculty may be less challenging than campus faculty to initially engage, particularly in the areas of retention and rewards, certainly no less care or attention is required. According to the participants, most communities they worked with had positive perceptions of the campuses in their midst. This is a great foundation from which to leverage a service-learning initiative. This is not to say, however, that the community partners’ experiences in various service-learning projects did not, at times, leave something to be desired. Some of the challenges that participants faced in satisfying and thus retaining community faculty concerned 1) finding rewards that contributed to desired outcomes, and 2) lack of efficient coordination and communication with campus partners. Working off of feedback from community partners, the following recommendations were made:

- Know your community and understand its special strengths and deficiencies; ask community leaders for a guided tour
- Make efforts to appreciate the limitations, needs, abilities and expectations of community partners but also the value and expertise the community partners can provide
- Regularly nurture relationships with community partners – be present, be active, be available, be consistent
- Communicate the level of student readiness and the expectation as to amount of training and supervision that students will need
- Survey community partners regarding desired rewards. Some suggestions others have identified were to provide:
 - ✓ Access to university computer networks, databases, libraries and other resources helpful in grant writing
 - ✓ Authorship credit, adjunct (non-paid) faculty titles, letters of acknowledgment or praise from university deans or presidents or other mechanisms that can add weight to future grant proposals
 - ✓ Regular “recognition” events

Key Takeaways



- ❖ Understand the motivations of campus faculty and find ways to achieve enduring engagement by creating a culture around service-learning at your institution
- ❖ Understand the particular challenges and strengths your community partners possess
- ❖ Help both sides to establish a plan for improved communication and coordination
- ❖ Find out what the campus faculty and the community faculty are committed to, e.g. increasing capacity within the community organization. Build opportunities for each of the faculty members to accomplish what they are committed to within the partnership.

Sustaining Service-Learning, Part IV: Avenues for Community Scholarship

Presenters: *Sarena Seifer and Patricia Maguire Meservey*

Objectives

- Describe a model for defining, documenting, and assessing community-based scholarship
- Identify opportunities for pursuing scholarly activities related to service-learning
- Identify vehicles for publishing and presenting service-learning scholarship
- Identify sources of support for service-learning research

Introduction and Background

Work done by modern educational theorists such as Glassick and Boyer has brought about a re-conceptualization of scholarship within higher education. The standards for defining and evaluating scholarship have evolved significantly in recent years. As such, the role that community-based education does and should play within the context of scholarship now demands increasing attention. To further validate service-learning as a teaching method as well as a serious scholarly undertaking, service-learning practitioners are challenged to consider the projects they develop against the increasingly accepted frameworks of Boyer's multi-part definition of scholarship and Glassick's six standards of assessment.

Boyer sets out a four-pronged definition of scholarship including: *discovery*, *integration*, *teaching*, and *application*. Discovery represents *new knowledge*, such as a new gene or a new treatment, while integration embodies the *new outcomes* created by the synthesis of existing disciplines, professions, and theories. The scholarship of teaching encourages *documentation* among educators and the creation of teaching portfolios, while scholarship of application completes the educational cycle through the application of new knowledge within *practice-based settings*. Picking up where Boyer left off, experts now include *engagement* as a fifth element of scholarship. Engagement examines the new outcomes created when the first four types of scholarship are shifted from controlled environments to *engaged, community environments*. It is within all five of these realms that the practice of service-learning finds its home, and it is the effort to effectively translate the knowledge gained from "engaged scholarship" into traditional forms such as standardized principles, processes, and publications that the service-learning world now grapples with. The bar has been raised in regards to the output of service-learning initiatives. There is increasing pressure to move beyond anecdotal process articles and experiential assessments, to produce solid outcomes supplemented by empirical data.

Tied to scholarly processes and outcomes are standards for evaluation and rewards, such as promotion, tenure, merit commendations, and funding. Glassick proposes six standards for assessing scholarly endeavors: *clear goals*, *adequate preparation*, *appropriate methods*, *significant results*, *effective presentation*, and *reflective technique*. In looking at service-learning within this context, it becomes clear that a paradigm shift is necessary for proper evaluation. Service-learning is inherently at odds with the "I did it all" standard currently used to judge tenure dossiers or funding proposals. As a reciprocal, engaged endeavor accomplished solely through partnerships and collaboration, the "we" becomes much more important and relevant than the "I." Along with this is the traditional importance placed on "first authorship," which in many instances of service-learning can be irrelevant or even inappropriate. Thus, service-learning professionals are challenged to not only maximize potential rewards under current evaluation schemes in the short term, but also to engender a paradigm shift that will facilitate more appropriate standards of review for service-learning and hopefully elevate the stature of service-learning within scholarship as a whole.

Specific Challenges and Possible Solutions

The topic of promotion and tenure was discussed at length. Several participants discussed difficulties in framing service-learning experiences within promotion or tenure strategies, particularly given the cross-disciplinary nature of service-learning. Some faced tenure systems that placed 100% weight on publication with little significance given to teaching or service. Other individuals were required to select one area of excellence among teaching, research, and service rather than being allowed to present their accomplishments across all 3 categories. Others faced tenure committees that did not value service-learning even if service-learning was generally supported by the faculty, department, and administration. Certain individuals faced promotion standards that were at odds with the overall mission of the institution; for example, a “teaching-focused” institution that required extensive publication for promotion. Others found it necessary to educate faculty, deans, provosts, and presidents about service-learning as tenure dossiers made their way up the ladder of review. Individuals also spoke of struggles finding appropriate reviewers from top-ranked institutions that were supportive of service-learning. Almost all encountered the question, “Where is the scholarship?” or “How does this constitute scholarly work?” Much of the group saw this as an adjunct to the need to further refine the definition of service-learning.

Several possible approaches to confront these issues were discussed, including:

- Think about scholarly outputs early on in the planning process
- Develop evidence-based guidelines and consider the use of outside evaluators (for example, the East-West Clearinghouse for Evaluation of Scholarship and Engagement)
- Plant foundational seeds about service-learning across the institution early on
- Set accurate expectations as to rewards and plan your strategy accordingly
- Create detailed teaching portfolios and improve documentation of your efforts
- Avoid classification of service-learning solely as “service”; if a cross-category classification is not possible, select “research” or “teaching” as those areas typically carry more weight in review processes
- Gather the best and the most appropriate reviewers possible (consider contacting the Service-Learning Clearinghouse, Campus Compact or CCPH for referrals)

Another prevalent topic concerned obtaining research support and getting published. The group discussed how the combination of partners and publication can inherently be conflict-ridden in a faculty review, as so much value is placed by the academy on “first authorship.” There was a shared belief among participants that the “I” needs to be replaced by “we” in the service-learning review process. Several individuals commented on the extended period of time it takes to ready a publication or presentation on a service-learning project, as compared to a study in a more traditional area. More often than not, insights gathered from planning, execution, reflection, and re-engagement are longer term in nature and thus not quickly or easily publishable. Institute participants were encouraged to look not only at peer reviewed journals but to disseminate their findings through other avenues including journals in related but separate disciplines, presentations at national forums, policy papers, instructional guides, planning and evaluation tools, and so on. Many mentioned difficulties in securing or sustaining funding for service-learning initiatives due to the unclear definitions in the field combined with the trend in the funding community to place increasing importance on results-oriented philanthropy. The group also discussed the importance of developing an awareness of results-oriented or “friendly” funding sources. Some that were mentioned as appropriate for exploration were The Robert Wood Johnson Foundation, W.K. Kellogg Foundation, The Corporation for National and Community Service, and the National Science Foundation. It became clear that in order to find success, those in the service-learning community must continue to crystallize and then champion service-learning outcomes within both the scholarly and funding communities.

Many participants discussed the resistance they met when attempting to classify contributions from community partners as “scholarly work.” The group proposed several approaches to these critical issues, including:

- Grant adjunct professor titles to community faculty
- Document community contribution as formal academic collaboration
- Encourage mention of strategic partnership in community partner’s future grant proposals. (This should further strengthen the proposal as well as raise awareness of the institution’s service-learning initiatives, possibly galvanizing additional financial support these initiatives.)

Key Takeaways



Summary of factors to consider in promoting service-learning within academic institutions:

- ❖ Institutional Mission – Evaluate the fit within the over-arching goals and tenor of the institution.
- ❖ Faculty Reward System – What are the expectations for tenure, promotion or merit? How should the service-learning component be positioned into a teaching portfolio or tenure/promotion strategy? How will you effectively transition assessment into scholarly output?
- ❖ Faculty Development – Develop methods to attract, engage, educate, support, reward, and retain campus and community faculty. Are there opportunities to engage or integrate efforts of entire departments?
- ❖ Community Engagement – Establish reciprocal, strategic partnerships in the community where the role of the expert is shared and the focus is on process and outcomes.
- ❖ Resources – Properly assess and allocate available resources and continually develop new resources.

Sustaining Service-Learning, Part V: Attracting Financial Support

Mentor Panel Discussion

Objectives

- Understand key components of successful grant proposals
- Identify potential funding sources for service-learning partnerships
- Identify ongoing strategies for identifying and raising funds to support service-learning

Overview

Diversify Funding Sources. With the events of 9/11 and the decline of the financial markets, certain funds once available to service-learning have been diverted elsewhere or have simply dried up. Beyond that, however, financial common sense dictates taking a diversified approach to funding, so that if one “investment” or funding source goes sour, the entire financial infrastructure of your operation does not risk collapse.

To address this, participants were encouraged to think broadly and creatively when considering funding strategies. A beginning step is to consider the different types of funding; for example, internal *vs.* external sources, project grants *vs.* permanent budget allocation, public *vs.* private funds, and so on. Another step is to recognize the relevance of your initiatives to other more widely recognized outcomes. For example, one participant received funding from the Department of Justice for a domestic violence related service-learning project, from HUD for a housing related outcome, and from a health-focused foundation for a “healthy community” outcome. The point here is that none of these grants came from the education-focused parts of these agencies. Other “hot” topics to which service-learning outcomes could be linked include workforce development and attracting minorities to higher education, particularly the science and technology sectors.

Participants were also encouraged to be more strategic in their approach to funding. For example, explore grants where the community partners would be the designated recipients and the campus partner would receive partial allocation of funds. This approach can eliminate red tape as well as allow the campus partner to develop a relationship with a funding source that may have been difficult to establish directly. One risk, however, is that these funds often cannot be allocated towards the campus partner’s overhead. Another suggested strategy was to leverage one funding source for another. One participant successfully convinced her institution that increased “core funding” would allow her access to larger sums of external funds, and in turn she was able to expand her institutional funding by more than 200% and her total budget by 25x. However, even if you have no choice but to operate under a very small budget, it is still essential to diversify your funding base.

Grow Within Your Capabilities. This is an often overlooked, yet crucial point to remember when fundraising. One participant explained her experiences with trying to manage what was suddenly a multi-million dollar budget as an “office of one.” Recognize that each dollar in the door comes with expectations, deliverables, and accountability. Maintain realism about what you and your staff can do. Be careful about overextending yourselves prematurely, as disappointing early funders can mean closed doors in the future when you actually have the necessary infrastructure and experience base to support a large budget.

- ✓ ***Sustainability.*** Once you have achieved the proper funding size and mix, it is crucial to actively maintain the financial partnerships you have established while exploring new opportunities, as well.
- ✓ ***Secure a deep role within the institution.*** Achieving sustainability requires active maintenance of a deep and multi-faceted relationship with your institution. Focus early on, on making your program a unique and indispensable asset to the institution. Leverage the fact that funding a service-learning initiative can add respectability to an institution by improving its image as a contributing member of its surrounding community. Avoid being classified on a discrete “project” basis or as merely an add-on to another more established initiative – endeavor to become a permanent part of the institution’s annual budget. Acknowledge that it may be necessary to educate various groups and departments across your institution as to the definition and value of service-learning. Consistently coordinate your fundraising efforts with the institution’s development office not only to avoid potential conflicts but also to take advantage of those relationships that can help deepen your reach into and contact with new funding sources and cross-departmental proposals. Be open to opportunities for partnership or collaboration with other departments that could boost general awareness of your efforts and reinforce your stature within the institution. Be aware of shifts in your institution’s overall mission or direction and explore ways to modify your own activities so as to maintain alignment.
- ✓ ***Understand accountability.*** It is important to understand that “strings” are sometimes attached to different types of funding. Some funders require regular reporting and others have restrictions as to the allocation of the funds they provide. For example, some participants were required to spend state funds only on infrastructure as opposed to services. Other participants were required to evenly allocate funds between the campus partner and the community partner. Avoid undue administrative burden, but recognize that to create long-term funding partnerships, it is necessary to be aware of and to adhere to the conditions of the funds you receive.
- ✓ ***Cultivate Relationships with Funders.*** Many suggestions were made on how to initiate, develop, and maintain different types of relationships in different sectors of the funding community. For example, involve current or potential funders as project advisors, give tours of the program site, ask funders to critique programs, or facilitate meetings between funders and community partners or university development centers. On the flipside, participants were encouraged to serve as grant and journal reviewers themselves. This can improve understanding of the fundraising process and even establish you as a valuable information source for funders. The main point was to be proactive in finding ways to work with the funding community that go above and beyond the traditional “responding to a Request for Proposal” process.
- ✓ ***Utilize the Media.*** Effective utilization of the media can greatly assist in meeting fundraising goals. Those participants that devoted significant resources to media relations conceded that effective media utilization was best achieved with extensive experience, time and attention. While not all organizations have such resources available to them, the benefits to be reaped from such efforts can be invaluable. One of the most effective strategies suggested was to actively pursue relationships with local reporters and media professionals. In addition to issuing your own press releases, monitor the “hot” news issues and when one surfaces that can be

related to service-learning, provide your media contacts with an editorial you have written that makes the connection. Create and maintain press packets that are available for immediate distribution when media members show interest in your program. When you host a conference or bring a featured speaker to town, explore opportunities for you or that speaker to appear on the local National Public Radio affiliate show or the local news channel. Once again, being proactive and creative is key.

- ✓ **Political Accountability.** While it may seem a dream come true to receive funding through an act of legislation, the participants who have had this experience warn that recipients need to be aware of the constant cultivation and care taking these legislative relationships entail. The legislative system is inherently unpredictable and because you have found a “champion” in the legislature does not mean that that person will always be your champion, or that s/he will even stay in office. Public funds also tend to come with fairly strict allocation requirements that can be challenging to fit into your budgeting plan. Participants have also found that penetrating sections of the government on a unilateral basis is extremely difficult, and they recommend pursuing government support as part of a larger network or consortium. Nonetheless, service-learning has found significant support in the local, state, and federal levels of the government in the form of one-time grants as well as indefinite inclusions in annual budgets. Legislative relationships can not only be a source of funding, but also of information and influence. States noted as being particularly active in supporting service-learning were California, Texas, and Minnesota. Another successful approach was formulated when a participant failed to get into the state budget but was successful at becoming part of the budget through a specific legislator sympathetic to the cause. To replicate this success, the participant recommended exploring lobbying the Chairman of the Finance Committee of your State Senate, keeping in mind institutional restrictions or policies.

Key Takeaways



- ❖ Be Informed
- ❖ Be Flexible
- ❖ Be Realistic
- ❖ Be Creative
- ❖ Be Strategic
- ❖ Be Accountable

Translating Learning into Action: Our Plans for Service-Learning Sustainability

Presenters: Sarena Seifer and Piper Krauel

Objectives

- Share individual plans for service-learning sustainability
- Share individual commitments to specific actions that will be taken upon returning home

During this session, participants shared what their “next steps” towards service-learning sustainability were going to be once they returned to their institution. This discussion centered around the following 6 themes:

Boosting Visibility

- Develop media plan
- Reconnect with campus faculty
- Develop plan to interact with state, local, and national legislators
- Coordinate with other disciplines involved in service-learning
- Coordinate with development offices and PR arms of institutions
- Develop Decision Information Narratives for policymakers, press packets, and one-pagers
- Publicize the CCPH Advanced Service-Learning Institute itself on my campus

Networking within the Service-Learning Community

- Coordinate a task force to pursue regionalization of service-learning efforts
- Coordinate more with national associations
- Leverage success of other participants – employ elements of successful projects from other institutions, avoid recreating the wheel
- Stay in contact via visits, email, or phone – support each other

Advancing Service-Learning as Scholarship

- Focus on integrating service-learning into broad curriculum
- Push beyond merely reflective outcomes – move towards demonstrable outcomes and begin publishing
- Create certificates from institute that participants can include in their portfolios

Community Faculty Development

- Establish regular “celebration” and “recognition” events
- Create avenues for enhanced communication and increased feedback; tap other institute participants to review “communication plans”
- Explore scholarship opportunities and improve reward systems
- Bring community faculty to campus to speak or lead workshops

Campus Faculty Development

- Explore development forums for faculty and service-learning staff members
- Debrief faculty on the institute and invite select faculty to attend future institutes

- Embrace students as leaders and partners; include them on service-learning committees
- Coordinate with well-established student-led, service-oriented groups; leverage the regular interaction that students have with professors
- Nurture faculty relationships and begin to create departmental and cross-departmental relationships

Enhancing Infrastructure and Operating Guidelines

- Develop guidelines on authorship, ownership, and funding
- Create assessment tools and evaluation procedures
- Pursue referrals from other participants for outside evaluators
- Pursue campus faculty that would be appropriate evaluators
- Reformulate initiative and specific projects using well thought out and consistent language and terminology for service-learning

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Community-Campus Partnerships for Health
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MENTOR CONTACT SHEET & BIOSKETCHES
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Laura is the former Clinical Operations Officer at HCH in Baltimore and she directed all clinical services including medical, mental health, addictions, and social services. She has a master's degree in Community Health Nursing from University of Maryland at Baltimore. Laura was a founding member of the Health Care for the Homeless (HCH) Clinician's Network, a national group of clinicians who provide health services to people who are homeless. In 1994, she created a curriculum called "Health and Homelessness" with a faculty member at the Johns Hopkins University School of Hygiene and Public Health that is offered annually as a three credit course at that school. Laura is a member of the Advisory Board for the Community Health Scholars Program supported by the W. K. Kellogg Foundation that provides postdoctoral fellowships to increase the number of public health faculty with community-based health competency.

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Hilda R. Heady has a passion for working with and for people who have little or no voice in social and health care policy. She is from a small rural community and part of a large caring family of other creative, passionate people with strong southern Appalachian values. She is Associate Vice-President for Rural Health at the Robert C. Byrd Health Sciences Center of West Virginia University. She is jointly appointed to the West Virginia Higher Education Policy Commission and works with the Vice Chancellor for Health Sciences. She serves as the Executive Director of the West Virginia Rural Health Education Partnerships, an interdisciplinary, rural health training program covering 47 of West Virginia's most under served counties. She is a member of the Board of Trustees of the National Rural Health Association, the Community-Campus Partnerships for Health, and various other national and state task forces and committees addressing health, rural health, community partnerships, and rural economic development issues. She has been involved in rural health issues, rural aging, and community development for 30 years following her service as a VISTA volunteer. She has served in a leadership role in rural health care reform, policy development, technical assistance, and coordination of statewide resources for rural health. She was an invited participant to the "Health Care Reform in Rural Areas" White House conference in 1993 and a regional finalist for the 1997 White House Fellows program. Hilda was invited to provide testimony to the Senate Committee on Aging, Special sub-committee on Rural Aging, in March 2001.

Hilda served as the CEO of a small, rural 58-bed hospital, Preston Memorial Hospital, and provided the needed leadership to turn around this near bankrupt rural hospital by working with the community and leaders to restructure its mission and the debt of the hospital. *Modern Healthcare* published a brief news piece on this turnaround in their October 21, 1989 issue. She also established an alternative birth center, hired the county's first OB-GYN and certified nurse midwife, organized a women's health center and improved obstetric services in this county prior to her role as CEO. Both these efforts were achieved by organizing a partnership of rural people who engaged in community education, fund raising, policy development, and advocacy. These partnerships facilitated changes in the health care delivery system of this very rural area. Her personal and professional interest areas also include partnerships, spirituality and social change, rural veterans and their families, and post-traumatic stress disorder. Further interests include gardening, travel, golf, and family centered activities.

Hilda holds a Masters degree in Social Work from West Virginia University. She is the recipient of numerous awards including: the national leadership award for partnership building by the Community-Campus Partnerships for Health in 2001, the Governor's Award for Outstanding Achievement in Rural Health in 1996, the 1992 Exemplar Award by the West Virginia Chapter of the National Association of Social Workers, the Award of Achievement by the West Virginia Hospital Association in 1991, and the American College of Healthcare Executives Regents Award in 1991. She also received the Susan B. Anthony Award for the state chapter of NOW in 1990, was selected as "Woman of the Year" by the *Preston County News* in 1982, and "Woman of the Year" by the *Dominion-Post*, (Morgantown) in 1983.

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Erika Randall is the Director of Community Service Learning in the Office of the Chancellor at the California State University. The California State University, the largest four-year university in the country with over 370,000 students, has made a significant commitment to ensure that each student has an opportunity to participate in service learning prior to graduation. Since April 1998, Erika has been providing leadership and coordination across the twenty-three campuses of the CSU to meet its commitment.

Erika serves on numerous statewide advisory boards and networks in California. She is a member of the Statewide Network Leadership Team convened by the Governor's Office on Service and Volunteerism and she is an executive board member of Youth Service California. Erika has facilitated numerous service-learning workshops, presented at numerous conferences on service learning, and co-authored an article on the institutionalization of service learning in the journal *Academic Exchange Quarterly* (winter 2000).

Erika's career in higher education spans a decade. She received her M.Ed., in administration, planning, and social policy, from Harvard University and her B.A. in psychology from James Madison University.

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Sarena D. Seifer is executive director of Community-Campus Partnerships for Health, a national nonprofit organization dedicated to fostering partnerships between communities and educational institutions that improve health professions education, civic responsibility and the overall health of communities. She also directed the Health Professions Schools in Service to the Nation Program (1995-1998), a national demonstration program of service-learning in health professions education sponsored by The Pew Charitable Trusts and the Corporation for National Service. She holds faculty appointments in the School of Medicine and the School of Public Health and Community Medicine at the University of Washington.

Sarena's research focuses on the principles and best practices of partnerships between communities and higher educational institutions around education, research, and community/economic development. She is currently conducting a national study of the community involvement of academic health centers and their health professional schools. She is the author of numerous articles and reports on health professions education, is co-editor of a forthcoming book on service-learning in medical education being published by the American Association of Higher Education, and is co-editor of a recent issue of the *Journal of Interprofessional Care* on the theme of community-campus partnerships.

In 1995, Sarena completed a postdoctoral fellowship program in health policy at the University of California-San Francisco's Center for the Health Professions. While at the Center, she conducted research on medical education policy, physician workforce issues and physician retraining. She retains the title of Senior Fellow at the Center and is an active collaborator on several Center-sponsored projects. Prior to her fellowship, she was a health policy analyst for the Washington State Senate and director of recruitment and retention for a regional association of community and migrant health centers.

Sarena is a graduate of Washington University in St. Louis, and received her master's degree in physiology and her medical degree from Georgetown University School of Medicine. After completing her medical education, Sarena served as the American Medical Student Association's legislative affairs director and subsequently as founding director of its Center for Health Policy Studies.

As a medical student and throughout her professional career, Sarena has advocated for change in health professions education to better meet societal needs. She was recently recognized for her work as a "Young Leader of the Academy" by the American Association of Higher Education.